

Hanlon, W.E. Growth of American democracy a workbook in
American History 1789-1900

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THE GROWTH OF AMERICAN DEMOCRACY
A Workbook in American History
1789-1900

Submitted by
William Edwin Hanlon
(A.B., Dartmouth, 1931)

In partial fulfillment of requirements for
the degree of Master of Education

1946

First Reader: Roy O. Billiett, Professor of Education
Second Reader: George K. Lakechmie, Professor of Education
Third Reader:

FOREWORD

This workbook is intended to be used as a guide by the student to develop a brief and concise outline of the material that he is covering in class with the teacher. In this workbook are included many charts which the author feels will appeal to the pupils of the eighth grade level for whom this material was prepared. The workbook may well form the background for the class discussion and thus increase its value because of the written work that the student has in front of him for reference. The suggestions for student activity in conjunction with other subjects has been used because so many topics in history lend themselves admirably to the English courses in the junior high school.

The author has prepared each chapter with the following purposes in mind:

1. The introductory paragraphs serve to link the present chapter with that preceeding. It also forms an overview of the material to be studied. Some of the facts included in the overview are of such a nature as to arouse interest on the part of the student and thus give him a stimulus to enter the new work with greater zeal.

2. The reading suggestions are not meant to be inclusive in any way, but are the lists that the author has used in class. The teacher is urged to substitute and to increase this reading material. Some topics will not be treated fully enough in each suggested reading, although the workbook has been written so that it refers to all of the books suggested rather than to one particular text.

3. The material has been prepared with the idea of continuing throughout each chapter a narrative thread of facts to provide the student with connective links and additional work he may wish to do to broaden his knowledge.

4. At the end of each chapter are presented problems that form the core of the material in the next chapter. In addition, there are general conclusions to be thought out which have similarities to present problems which the student may wish to investigate.

Many of the topics and problems suggested in this workbook can well be treated separately and thereby furnish material for outside work and class reports. The teacher should supplement this material with his own special topics.

In conclusion, the author wishes to state that the most effective use of this guide to American history will be that which is enjoyed because it is not used in a restricted sense.

W.E.H.

No basic text is used in preparation of this workbook.
Specific references are made to all of the following texts.

1. Casner & Gabriel: The Story of American Democracy
Harcourt, Brace 1942
2. Faulkner, Kepner, Pitkin: U.S.A.
Harper & Brothers 1945
3. Tryon & Lingley: American People and Nation
Ginn 1936
4. Freeland & Adams: America's Progress in Civilization
Scribner 1938
5. West & West: Story of Our Country
Allyn & Bacon 1936
6. Barker, Commager, Webb: The Building of Our Nation
Row, Peterson 1937
7. Knowlton & Harden: Since We Became a Nation
American Book Co. 1936
8. Adams & Almack: A History of the United States
Harper 1931
9. Moon: Story of Our Land and People
Holt 1944
10. Leonard & Jacobs: Nation's History
Holt 1924
11. Gordy: History of the United States
Scribner 1932
12. Evans: The Essential Facts of American History
Sanborn 1930
13. Nichols, Beard, Bagley: America Today
Mac Millan 1939
14. Hoffman & Grattan: News of the Nation
Garden City 1944

Because of the fact that there are varying editions of the
above textbooks, the exact page references given in the suggest-
ed readings may vary from the edition used in different classes



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CHAPTER I

The Background of Our Democracy

Today, more than ever before, you students are hearing mentioned our Constitution in the newspapers, on the street, over the radio, and in our nation's capitol, Washington. What is this document that we in the United States cherish so dearly? Certainly the fact that we have been ruled by our Constitution for 156 years must testify to the greatness of this document! Do you know what this contains for you as a future voter? Do you know why it has represented the wishes and hopes of those who came to the shores of America?

To help you know the contents of this great document, we are going to study its background, its main features, and some of the implications it contains for you as a student and citizen.

READINGS

Casner & Gabriel: 145-160	Knowlton & Harden: 114-133
Faulkner, Kepner, Pitkin: 122-137	Adams & Almack: 244-257
Tryon & Lingley: 219-233	Moore: 147-160
Freeland & Adams: 214-220	Leonard and Jacobs: 199-215
West & West: 191-205	Gordy: 175-183
Barker, Commager, Webb: 160-177	Evans: 229-237

1. From your previous study and from your reading in the above assignments, list as many reasons as you can why the colonists came to our shores.

2. Next, from your study of the Revolution, name the major reasons why we fought England.

3. Review the Articles of Confederation and write down as many weaknesses of the Articles as you can find.

4. From your study thus far, you can see that the framers of the Constitution may have had three things in mind when they met in Philadelphia at Independence Hall in the early summer of 1787. List below what you think these three reasons may have been.

5. Perhaps it would help you to do #4 if you read and learned the Preamble to the Constitution. Add to your previous list above some more reasons that you have found in the Preamble.

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In order to understand the basic setup of our government, the following chart has been prepared for you to fill in:

TITLE THREE BRANCHES OF GOVERNMENT

3 Branches	(Art.I)	(Art.II)	(Art.III)
Names			
1. How chosen			
2. Length of term			
3. Function			

7. What is the difference between a Senator and a Representative? Why do we have them both in our government? See if you can complete the following chart and answer the above questions.

SENATE

HOUSE OF REPRESENTATIVES

1. How elected

2. Length of term

3. Qualifications

4. Representation

5. Presiding Officer

6. Separate powers

7. Joint powers.

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DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY
530 CHICAGO HALL
CHICAGO, ILL. 60637

OFFICE OF THE DEAN

1964

1964

1964-1965

1965-1966

1966-1967

1967-1968

1968-1969

1969-1970

1970-1971

1971-1972

1. The first part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation

$$f(x) = \int_0^x \frac{1}{1+t^2} dt$$

$$f(0) = 0$$

$$f(1) = \frac{\pi}{4}$$

$$f(2) = \frac{\pi}{4} - \frac{\pi}{8}$$

$$f(3) = \frac{\pi}{4} - \frac{\pi}{8} + \frac{\pi}{16}$$

$$f(4) = \frac{\pi}{4} - \frac{\pi}{8} + \frac{\pi}{16} - \frac{\pi}{32}$$

2. The second part of the paper is devoted to the study of the properties of the function $g(x)$ defined by the equation

$$g(x) = \int_0^x \frac{1}{1+t^2} dt$$

$$g(0) = 0$$

$$g(1) = \frac{\pi}{4}$$

$$g(2) = \frac{\pi}{4} - \frac{\pi}{8}$$

$$g(3) = \frac{\pi}{4} - \frac{\pi}{8} + \frac{\pi}{16}$$

$$g(4) = \frac{\pi}{4} - \frac{\pi}{8} + \frac{\pi}{16} - \frac{\pi}{32}$$

8. Now that you are acquainted with the general outline of the Constitution, locate in your reading references an explanation of the following terms:

- a. Checks and balances:
- b. Veto:
- c. Congress:
- d. Impeachment:
- e. Powers reserved to the states:
- f. The " elastic clause ":

9. Although the members of the Constitutional Convention had done an excellent job in drawing up a form of government, they had neglected to provide for the citizen certain fundamental rights which were dear to him and which had formed the principal source of his grievances against England. How was this remedied?

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CHICAGO, ILLINOIS

1900

1901

1902

1903

1904

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10. List the personal rights that are guaranteed you in the Bill of Rights.

11. You should now have a general understanding of the Constitution so that you will want to summarize its growth and discover just how this document represented a correction of past weaknesses as well as the hope of those who came here to a new country to settle. The following chart is prepared for you as a final representation of this growth.

Follow the directions on the left hand side as the titles indicate. On the right hand side which has the heading CONSTITUTION, write in a statement from this document which provides an answer for the points listed on the left.

THE DEVELOPMENT OF THE CONSTITUTION

Why Settlers Came to America

Constitution

Why We Fought England

Salmonesses of the Confederation

Chapter II

The New Nation

George Washington became the first president of our United States on April 30, 1790 in New York City. He was the first leader of a new form of government that had no previous pattern in the history of the world at that time. The Constitution had been adopted by the states, yet there were still shadows of doubt in the minds of many people as to its new strength. The greatness of Washington lies in the fact that he guided a new nation through eight critical years of history.

Let us now look at some of the problems that the new president, George Washington, faced.

READINGS

Casner & Gabriel: 161-169	Knowlton & Harden: 134-151
Faulkner, Kepner, Pitkin: 138-149	Adams & Almack: 266-278
Tryon & Lingley: 243-255	Moon: 173-187
Freeland & Adams: 220-225	Leonard & Jacobs: 217-224
West & West: 222-231	Gordy: 186-195
Barker, Connager, Webb: 187-202	Evans: 238-241

THE INAUGURATION

1. We have said that George Washington was inaugurated in New York City. Why was it here? From your readings, write a paragraph telling of an eyewitness account of the inauguration, bringing out such points as the following:

a. Place b. Costumes c. Methods of travel (the date of the inauguration was supposed to be the first Wednesday in March, yet it was held on April 30. Does this help you in writing about travel conditions?)



THE CABINET

2. Washington recognized the need of wise counseling to help him run the government, so he started a number of customs which have lasted until today. One of these was the formation of a cabinet. List the names of the cabinet officers below on the left, and then on the right side put down why you think that they were well-fitted for their position.

CABINET MEMBERS	FITNESS FOR POSITION
1.	
2.	
3.	
4.	

Compare the first cabinet with the President's cabinet today. Has it increased? Can you suggest reasons for this?

For extra credit, list the members of the present cabinet in Washington as you did above, and discuss the fitness of each for his position.



President Washington, because of the newness of his job, found it necessary to establish other "first customs." Find in your readings as many of these as you can and list them. Do these customs exist today?

FINANCIAL PROBLEMS

3. You will remember that one of the weaknesses of the Articles of Confederation was its inability to collect taxes. The Constitution gave Congress this power. But could it be carried out in practice? Washington put this problem in the hands of the capable Alexander Hamilton who proposed a financial plan containing four major points:

a.

b.

c.

d.

Let us now look at the details of Hamilton's Financial Plan.

a. Why was his proposal to pay the foreign debts a good beginning for the new nation?

b. Was it easy to have the state's debts assumed by the government? What trade was made with Thomas Jefferson so that this might be accomplished? Is this a common practice in politics today? Give examples.



c. We fought for our independence as a protest against taxation. Was Hamilton's taxation different from the taxes imposed by England in 1775? What was the result of the tax on whiskey?

d. What uses can be made of a National Bank? Compare these with the way you use your own local bank. Are they the same? Who opposed the National Bank? Why? Under what constitutional right did Hamilton succeed in establishing the first National Bank?

POLITICAL PARTIES

4. You can see that Hamilton's financial plan met with opposition from certain persons and groups of people. One of the outstanding opponents of Hamilton was _____. In general, the people who agreed with Hamilton were called the _____. Gradually these two groups under their leaders formed opposing political parties. One of these parties was called the _____. The other was known as the _____. The leader of the first was _____, the other _____. These parties represented different political beliefs. In the two columns below, indicate the names of the opposing parties and list as many ways as you can find in which they differed in their beliefs.

FOREIGN AFFAIRS

5. July 4, 1776 is celebrated in the United States as Independence Day. July 14, 1789 is celebrated in France as their Independence Day. What had happened in France in 1789? The French people, who had been ruled by a cruel and spend-thrift king, rose in rebellion like their American friends had against England, and established a Republic of France. What were the reasons behind this overthrow of King Louis XVI? In your readings you will find these reasons. List them below and then compare them with our reasons for seeking independence from England. Are they the same? How do they differ?

6. When Americans heard that another country had thrown off the yoke of harsh rule, they welcomed the new Republic. Gradually the true spirit of the French Revolution unfolded, and first impressions of sympathy gradually changed to later feelings of horror which raised questions of doubt in the mind of many Americans. These doubts are found in the beliefs of the two political parties that had now grown up in the United States.

a. The Federalists believed:

b. The Democrat-Republicans believed:

7. To further complicate the picture, England was at war with France. This meant that the parties in the United States must choose sides toward England. How was this done by the:

a. Federalists:

b. Democrat-Republicans:

8. President Washington, remembering the aid given to him by France during our struggle against England, was sympathetic, yet his own political beliefs cautioned him against becoming involved in this struggle between England and France. A new nation had no place in European troubles and Washington sent John Jay to England to settle many diplomatic problems that might lead to war with either country. List below the accomplishments of the Jay Treaty:

a. How did France feel about American neutrality and the Jay Treaty?

b. Although the Jay Treaty was unpopular in this country, had Washington acted wisely? What had he succeeded in doing for the new nation?

9. Shortly after the Jay Treaty had been made, Washington was faced with the problem of navigation on the Mississippi River. To settle this, Thomas Pinckney arranged a treaty with Spain in 1795. List below the terms of this treaty.

10. Thus George Washington had brought our new nation through critical years. In 1797 he retired from a career of public service never since equalled. His Farewell Address contains many statements worth remembering. Write below the major thoughts Washington wished to leave with his country.

11. Do you think that Washington's beliefs expressed in his Farewell Address prevail in the United States today? Write a paragraph showing how our position in the world today has resulted in changes that were not foreseen in the time of George Washington. This may be written as a separate theme for extra credit.



CHAPTER III

Troublesome Years for the Democracy

When George Washington retired from office, a temporary settlement of our foreign affairs had been made. But European nations were no respecter of the new democracy across the Atlantic Ocean, and the seas between England and America were very rough indeed for our newly-launched Ship of State. Wishing to avoid sinking this ship, yet determined that it should sail stoutly to Europe, the leaders of our country following Washington made every effort to weather the storm. John Adams made a temporary peace with France while Thomas Jefferson found himself facing across the diplomatic field the most powerful figure that France has ever produced - Napoleon Bonaparte.

A new spirit was growing up in the United States, a spirit that pushed to the front such leaders as Henry Clay and John Calhoun. This spirit was not that of compromise but rather - FIGHT!

READINGS

Casner & Gabriel: 175-178 272-275	Knowlton & Harden: 146-151 185-192
Faulkner, Kepner, Pitkin: 146-148; 179	Adams & Almack: 286-322
Tryon & Lingley: 263-276	Moon: 190-198; 237-243
Freeland & Adams: 230-240	Leonard & Jacobs: 234-248
West & West: 236-256	Gordy: 196-213; 219-223
Barker, Cornager, Webb: 207-216 243-253 274-284	Evans: 244-260

THOMAS JEFFERSON AND DEMOCRACY

1. You have seen how Jefferson became the leader of the Democrat-Republicans and how this party opposed the political philosophy of the Federalists. Look up a short biography of Thomas Jefferson and write down some of the unusual things that you find about our third president.



2. Contrast below John Adams and Thomas Jefferson and see if you can bring out the main reasons why the latter was the idol of the people in the election of 1800.

JOHN ADAMS

THOMAS JEFFERSON

3. What part did the following play in helping defeat John Adams and electing Jefferson?

a. The Alien Act:

b. The Sedition Act:

c. The Virginia and Kentucky Resolutions:

See if you can find whether or not we have had an Alien or Sedition Act since 1798. Why did the people object to them in 1798? Did they object to them during World War I? How do you account for this?

4. John Marshall had been appointed Chief Justice of the Supreme Court by President John Adams in 1801. If the Alien and Sedition Laws were unconstitutional, whose duty was it to say so?

a. Did the Virginia and Kentucky Resolutions agree with this?

b. If these Resolutions were justified, what might happen to the laws that Congress passed in the future?

c. This is called the Doctrine of . How did John Marshall strengthen our Constitution and make it a commanding force in carrying out the laws of our country?

d. What was meant by "liberal interpretation" of the Constitution? Write a paragraph in which you show that you understand the viewpoint that Chief Justice Marshall took in regard to the Constitution. Is this viewpoint held today?

JEFFERSON AND LOUISIANA

5. In your study of Jefferson's appeal to the common people, you found that he was a friend of the farmer who was beginning to settle in the area between the Alleghany Mountains and the Mississippi River. Pinckney's Treaty with Spain had given the United States "rights of deposit" at New Orleans. What does this mean to the farmer?

a. In 1800 Napoleon gained from Spain the huge province of Louisiana. What effect might this have upon the "right of deposit" previously given to us by Spain?

c. How did Jefferson hope to solve this at first? What happened that he had not planned on, but which was most favorable for the United States? Can you find any constitutional provision for Jefferson's action? Answer these questions by writing a paragraph about the Louisiana Purchase.

6. In order to advertise this new territory, Jefferson proposed an exploration of the new land to collect facts and data about his new purchase, and thereby sell it to the people of the United States. He appointed for this task Meriwether Lewis and William Clark. Write a paragraph about this famous journey bringing out the following information:

- a. Purpose.
- b. Difficulties encountered.
- c. Sacajawea.
- d. Results.



a. On this map of the United States trace the outline of the Louisiana Purchase and fill in the following information;

1. Route of Lewis and Clark.
2. Route of Zebulon Pike.
3. Mexican possessions.
4. British possessions.



Expeditions to
The West

JEFFERSON AND FOREIGN PROBLEMS

7. We have already stated that a new spirit was growing in this country which preferred to fight rather than compromise. A good deal of our foreign trade went through the Mediterranean Sea. Here we were attacked by pirates until finally Jefferson resolved to end this nuisance. Tell what steps we took to settle this trouble, and bring out the effect that it had upon our navy.

8. Jefferson's second term 1805-1809 found him trying to avoid the pitfalls of a war with Europe. Explain how the following caused Jefferson much worry:

a. The Berlin and Milan Decrees:

b. Orders in Council:

Jefferson felt that if ships were kept at home, they would not get into trouble. How did he put this idea in the form of a law? What were its provisions? Write your answers below.

Describe the effect this law had upon the following:

- a. The farmer:
- b. The merchant:
- c. The manufacturer:

9. Steps were taken to remedy the drastic results of the law with the repeal of the _____ and substituting in its place the _____ of 1809.

10. And so three men, Washington, Adams, and Jefferson tried to keep us out of war with Europe. Some problems had been solved. List below those that remained unsolved:

11. Write a news article stating how you imagine Thomas Jefferson must have felt upon turning over the troubled and still unsettled problems of government to his successor, James Madison on March 4, 1809.

CHAPTER IV

The War of 1812

Perhaps no war in history is worth the price paid for it in terms of lives, destruction, and money. Certainly the War of 1812 was no exception to that rule, yet this war was different in other respects. After three years of war highlighted by more failures than successes, a battle fought after the peace treaty, and the burning of the capitol at Washington, the war ended with the causes of the war still unsolved! This war has sometimes been called the second part of the American Revolution: a war for commercial independence. James Madison tried in vain to keep us on the neutral course of his predecessors, but the pressure was too great. Let us see where this new spirit of fight rather than compromise which was growing up in America had its origin.

READINGS

Casner & Gabriel: 178-182
 Faulkner, Kopner, Pitkin: 464-468
 Tryon & Lingley: 276-290
 Freeland & Adams: 255-257
 West & West: 250-263
 Barker, Commager, Webb: 226-234

Knowlton & Harden: 176-196
 Adams & Almack: 323-341
 Moon: 196-310
 Leonard & Jacobs: 255-261
 Gordy: 223-232
 Evans: 267-271

THE CAUSES OF THE WAR

1. In 1812 the United States had equal reason for declaring war on either England or France. At the close of the administration of Thomas Jefferson in Chapter III we suggested that there remained some unsolved problems. From your readings, list below some reasons that we had for declaring war against England or France:

- a.
- b.
- c.
- d.
- e.

2. What part did the following "War Hawks" have in selecting what country we were to declare war against?

a. Henry Clay:

b. John Calhoun:

3. Were our complaints against France as forceful as those against England?

THE CAMPAIGNS OF THE WAR

4. In order to get a clear picture of the War of 1812, we are going to use the following chart to help you understand the strange and undecisive campaigns found in those three years of war. As you read about the war, list below in the spaces provided the successes and failures of the American land and sea forces.

SUCCESSSES

FAILURES

1812

1813

1814

5. Tell briefly what part the following played in the War of 1812:

- a. "Old Ironsides":
- b. Oliver Hazard Perry:
- c. Thomas Mac Donough:
- d. General Hull:
- e. General Harrison:
- f. Andrew Jackson:
- g. Sir Edwin Pakenham:

6. What was the purpose of the Hartford Convention? Why did it fail? What dangerous implications to the strength of our country do you see in such a move?

7. Write a brief account of Francis Scott Key:

8. The treaty ending the War of 1812 was signed in the month of _____, at _____, _____. Because of the slow communication methods of those days, the Battle of _____ was fought in _____, one month after the signing of the treaty.

9. Look back to the list of the causes of the war that you made at the beginning of the chapter. How many of those you have listed were not solved satisfactorily by the peace treaty?

10. Can you suggest some results of the war that were not related to the causes, but which were influential in shaping the destiny of America?

11. In conclusion, write a paragraph on the following topic: RESOLVED: the War of 1812 could have been avoided by better diplomacy between the United States and Great Britain.

CHAPTER V

Democracy is Protected in The New World

"We owe it, therefore, to candor and to the amicable relationships existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this Hemisphere as dangerous to our peace and safety. But with the governments who have declared their independence and maintained it and whose independence we have, on great consideration and just principles, acknowledged, we could not view any interposition for the purpose of oppressing them or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition towards the United States."

These were the outspoken and determined phrases of one of the shortest yet most important of our state documents - The Monroe Doctrine. You have heard spoken many times this name, yet many people, if asked just what the Monroe Doctrine actually was, could give only a vague and uncertain answer to your question. The Monroe Doctrine has been used many times in history to express the policy of the United States toward foreign nations. Let us see just what was the origin, the content, and the result of this doctrine. To understand its application to the proper countries, and to place it in its proper position in the growth of Democracy in the New World, we must turn our eyes southward to our neighbors in Latin and South America.

READINGS

Casner & Gabriel: 182-186	Knowlton & Harden: 196-198
Tryon & Lingley: 323-326	Adams & Almack: 364-368
Freeland & Adams: 258	Moon: 211-215
West & West: 264-268	Leonard & Jacobs: 264-268
Barker, Commager, Webb: 234-235	Gordy: 233-235
Evans: 259-263	

1. Spain, Portugal, and France owned in 1800 most of the colonies south of our own country. The revolt of _____ against _____ in 1776 and the revolt of _____ against _____ in 1789 was a beginning of the desire for freedom on the part of many Central and South American colonies.

2. Below are listed the names of famous men who created new republics after 1810 from the former Spanish and Portugese

territory in North and South America. After you have filled in the desired information, you will have an accurate picture of the new democratic nations south of us.

LEADER	COUNTRIES LIBERATED	DATE OF LIBERATION	BRIEF STORY OF FREEDOM
HIDALGO			
SAN MARTIN			
SIMON BOLIVAR			

3. Although Brazil was not liberated by a great leader, it obtained its freedom from _____ in _____. In _____, Haiti, led by _____, won its freedom from _____.

4. European nations were not ousted completely from South America, however, and today we still find a few possessions in the New World owned by _____, _____, and _____. These are mostly in the form of island positions lying off the coast.

5. In Part 2, we referred to these new nations as democracies. This would not be true, however, if we consider democratic standards as they prevailed in the new United States of America at the time. Why was it difficult for these new republics to achieve Democracy even though they adopted a government similar to our own? Write below a paragraph on this subject, keeping in mind these



points to help you: a. Geography b. Training in self-government.
c. Types of leadership.

After the War of 1812 had finished, we found that events in Europe, South and Central America, and on the western borders of our own country demanded careful attention if we were to keep our newly-gained political and economic independence. These threats to our independence as a nation are given below. Write a paragraph telling what problems were created by the following three situations:

a. Russia in North America

b. The Holy Alliance:

c. Revolution in Central and South America:

7. England enters into any discussion of the Monroe Doctrine. From your readings, can you answer the following questions:

a. What interest did England have in the Americas south of the United States?

b. What offer did England make to our State Department to link this interest to ours?

c. Why did we prefer to solve the above three problems alone?

8 The Monroe Doctrine was a _____ to _____ given by President Monroe in the year _____. It contained the following three major points in respect to:

a. Further colonies in America:

b. Political affairs in Central and South America:

c. America's policy toward European politics:

MY PRESIDENTIAL CHART

In order that you may have a complete and chronological record of the leaders of our country, this chart has been prepared for you. It is to be filled in after you have studied the period of the president that you wish to record on the chart. The reason for this is that you will review the period you have just studied while looking for the information about the presidents to fill in on the chart. The chart is sketched for you below with complete directions under each heading. You may put it on a separate sheet and keep it up-to-date after each administration that you finish studying.

CHART OF PRESIDENTS

Example

DATES OF TERM	One or two terms	1797-1801
NAME		John Adams
POLITICAL PARTY		Federalist
HOME	Generally birthplace	Quincy, Massachusetts
OCCUPATION	Before elected president	Lawyer
PUBLIC CAREER	<p>In this column should be placed all outstanding events in the life of the man before he became president. Put in the events you think were suitable preparation for the presidency. Examples of leadership, other political office, and other material of importance may well go in this column.</p>	
		<ol style="list-style-type: none"> 1. Represented U.S. in England and France during the Revolution. 2. Member of Continental Congress. 3. Vice-President under Washington. <p>Etc.</p>
ADMINISTRATION	<p>In this column should be a review of the important happenings of the administration of the president. Events must be given briefly and must be important enough to be considered review for this period of history.</p>	
HIGHLIGHTS		<ol style="list-style-type: none"> 1. X.Y.Z. Affair 2. Alien and Sedition Laws. 3. Appointed John Marshall as chief justice. <p>Etc.</p>

9. Perhaps one may think it strange that the United States dared to challenge the nations of Europe in such an outspoken and even bold manner. Below are some summary questions that may help solve this above statement.

- a. Whose backing did we have in stating the Doctrine?
- b. Could we have met a challenge from Europe had they cared to challenge the Doctrine?
- c. In view of the above two points, did the Munroe Doctrine solve our problems and thereby accomplish its purpose?

CHAPTER VI

Our Country Grows Industrially

Although noone will quite agree that wars are productive of good things, many times a war will cause a nation to leap ahead faster than it would under normal circumstances. The War of 1812 settled very few important issues, but it did show to the people of a struggling Democracy that we could take our place quickly with the rest of the world. We were growing, and our separation from the mother country of England at first caused us great hardships. But we are the type of people who do our best under extreme pressure. When the Embargo cut off our trade with other countries, we energetically revalued our own assets and came to the conclusion that perhaps we could be independent economically as well as politically. England had jealously guarded her industrial inventions, so we decided that we must develop these inventions for ourselves from our own ingenuity. Let us see how well we succeeded.

READINGS

Casner & Gabriel: 197-213	Knowlton & Harden: 235-251
Faulkner, Kepner, Pitkin: 278-290	Adams & Almack: 347-357
Tryon & Lingley: 306-313	Moon: 402-417
Freeland & Adams: 225-228	Leonard & Jacobs: 260-262
West & West: 275-283	Gordy: 263-270
Barker, Commager, Webb: 311-321	Evans: 291-298

In 1800, New England was a growing industrial center. From your readings, find out what some of the products from this industry were and list them below along with the occupation that produced them.

2. As we have stated above, the industrial secrets of England were so closely guarded that we were left to our own resources. However, by 1800 we had made some advance in our own industrial development. Review the list that you made in the preceding question and describe below the changes that gradually took place in these home industries.

3. What part did the following men have in the development of manufacturing during this period:

a. Moses Brown:

b. Samuel Slater:

c. Eli Whitney:

d. Francis Lowell:

4. What geographical advantages does New England have for manufacturing?

5. To keep us out of war with England and France, Thomas Jefferson passed an Embargo Act in 1807. How did this act stimulate home manufacturing?

a .As a result of this growth of home industry, manufacturers began to seek a tariff. A _____ tariff is one that levies a tax on imported goods. That tariff which is levied solely for income is called _____. The manufacturers of the _____ wanted a _____ tariff and this was provided in the _____ of _____. These tariff rates were raised so high in _____ that the tariff was known as the _____ of _____.

6. What were the arguments of the North and the South for and against the tariff? List them below. Were they justified?

7. By 1830, the use of iron was widespread in American industry. Iron meant better machinery which in turn needed new sources of power. What was the earliest and most commonly used type of power in New England? _____ Gradually what three new sources of power were used? _____, _____, _____. Which of these was best? _____. Why?

8. Discuss below in a paragraph the changes that took place in farming after 1800.

9. Changes in machinery resulted in the growth of manufacturing. From your original list of occupations made for Question 1, list below those that changed from home to factory industry. Can you suggest reasons for these changes?

10. Change from home to factory industry caused many other influences upon the people from 1800-1850. What were these influences in relation to the following changes that took place?

a. Living conditions in the towns:

b. Growth of cities:

c. The farmer:

d. Products of industry:

11. The Factory System, as this new method of manufacturing was called, brought with it many benefits and many evils. Summarize these in the following chart.

THE FACTORY SYSTEM

Good PointsBad Points

- a. Do the good points outweigh the bad?
- b. Can the bad points be corrected? If so, suggest how.
- c. What effect did the Factory System have upon the position of women?
- d. Why did the Factory System result in the growth of Labor Unions?
- e. What is meant by the Division of Labor?

12. Because the Industrial Revolution was so complete in changing the life of the average American in the period from 1800-1850, the effects of this change did not appear at once. Gradually there came into view certain problems that were to influence our life in a still different way. Can you suggest below some of the major economic and political problems that began to appear as a result of the Industrial Revolution?

CHAPTER VII

We Travel Faster and Better

In this day of modern travel it is hard for you pupils to picture trains and boats going from five to fifteen miles per hour. Nor can you imagine travelling over rough and dusty roads in bumpy and shaky stage coaches which in many ways resembled a small boat on wheels. No, travel in the period 1800-1860 was certainly not comfortable! But a great many people did not make a habit of travelling great distances in those days because they could not get to every city and town. Roads from the North to the South were fairly well established and with the ocean-going sailing vessel, travel along the Atlantic seaboard was well developed. Our great problem was that of connecting the East with the West, the fast-developing section of our country during this period. But we were not to be stopped, and the story of the growth of transportation is one to marvel at today.

READINGS

Casner & Gabriel: 261-269	Knowlton & Harden: 225-235
Faulkner, Kepner, Pitkin: 321-340	Adams & Almack: 393-398
Tryon & Lingley: 291-308	Moon: 269-280; 373-389
West & West: 290-303	Leonard & Jacobs: 273-276
Freeland & Adams: 290-303	Gordy: 259-263
Barker, Commager, Webb: 321-339	Evans: 298-305

1. There is probably near your home a road that is known as a "turnpike". What was the original meaning of this name? Do the same conditions exist on these turnpikes today as existed in the 1800's?

2. How do you account for the fact that inns and lodging places were frequently built along the turnpikes rather than just at the beginning and at the end?

3. After President Jefferson purchased Louisiana, he was very much interested in a national road connecting the East with the area beyond the Alleghany Mountains. Can you suggest below the reason why this idea was stronger after 1803 than before?

4. The National Road was started in _____ and completed in _____. The cost of the road was nearly \$7,000,000 or more than \$13,000 per mile. The road began at the city of _____, _____, and the western terminus was in _____, _____. It passed through the following important cities: _____, _____, _____, _____. Strangely enough, the road did not pass through the large city of _____.

5. Below are listed three types of vehicles used on highways of this period. Describe briefly each one and tell what its purpose was:

a. Stagecoach:

b. Conestoga Wagon:

c. Covered Wagon:

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1000

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5. Water travel was improving also during this period. Suggest below the reasons why river travel was not always sufficient to meet transportation demands.

6. Although we associate the name of Robert Fulton with the name "Clermont" and the first steamboat, what part did the comparatively unknown John Fitch have in the development of this method of travel? Can you suggest reasons why the former became famous and the latter did not?

7. In what way was steamboat travel superior to the following:

a. River travel:

b. Flatboat:

c. Canal boat:

8. Although the steamboat improved passenger travel, merchants in New York State were being undersold in New York City by merchants from Montreal, Canada. Check the map, tracing the routes over which goods would come, and see if you can suggest reasons for the worry of the New York merchants when a ton of freight cost \$32 per 100 miles by wagon, and \$1 per 100 miles by water.

9. From your reading, fill in the following sketch of the Erie Canal.

The Canal was begun in _____ under the leadership of Governor _____. It was completed in _____. It runs from _____ to _____ following the natural valley of the _____ River. Boats were lifted up slopes of land gradually by means of _____. The boats were moved by _____ power along a made _____. The movement of traffic over this canal assured the growth of the city of _____ as a major port on the Eastern Seaboard and lowered canal rates from \$ _____ to \$ _____ per ton. The cities of _____ and _____ thus lost their position of major importance as receiving ports from the rapidly growing West.

10. This was a period of American invention. Canals and steamboats still could not meet the needs of a growing country. The names of three men are associated with the development of the railroad. Explain below the part each had in this development:

a. George Stephenson:

b. Peter Cooper:

c. John Stevens:

11. Strangely enough, some people opposed the growth of the railroads. Who were these two groups? Can you suggest reasons for their opposition?

12. Read about the conditions of travel on the early railroads. Then write a letter to a friend who lived in the same period describing the performance of the "Tom Thumb" in 1830.

13. Many times when the train left the railroad station, no one knew just when it would arrive at the next stop on the line. If it broke down, there was a great delay and worry. What invention in 1844 solved this difficulty and linked the stations together?

14. In 1830 there were only 25 miles of railroad in the United States. In 1860 this mileage had increased to 30,626 miles. What effect did this increase have upon the following:

a. The canals:

b. The steamboat:

c. The stagecoach:

15. In conclusion, we must survey the effect that the development of travel from 1800 to 1860 had upon our nation as a whole. The three topics below should guide your discussion:

a. The East:

b. The West:

c. Nationalism:

CHAPTER VIII

To The West

Perhaps no period of our history is more colorful and exciting than the Westward Movement. The names of Daniel Boone, George Rogers Clark, Marcus Whitman, and many other pioneers bring to your mind the thrill of adventure and danger. How characteristic these were to those who went westward in this period of our history. This West before the American Revolution was the Alleghany Mountains, after the Revolution it was the Mississippi River, and from 1800-1850 it was the Pacific Ocean. What were the reasons why people left their homes to go to the West? What lay before them in unknown territories? What was the promise of a better life in the cry "On to Oregon?" To some, the Westward Movement was not merely from the eastern shores of America to the West, but even as far as the western shores of Europe to the same West. These immigrants had a longer journey to reach their promise of a better life, and the West today is a tribute to their courage and strength of purpose.

READINGS

Casner & Gabriel: 271-299	Knowlton & Harden: 255-268
Faulkner, Kopner, Pitkin: 177-224	Adams & Almack: 468-475
Tryon & Lingley: 358-380	Noon: 229-263
Freeland & Adams: 234-246	Leonard & Jacobs: 299-315
West & West: 343-354	Gordy: 235-259; 278-296
Barker, Commager, Webb: 275-308	Evans: 305-333

THE FIRST PERIOD OF EXPANSION

1. Our first period of Westward Expansion after the Revolution was to the Mississippi River. The Ordinance of 1787 gave the nation control of the land that had formerly formed the Western boundaries of the original colonies. What were the three main points provided for in the development of this new territory?

a.

b.

c.

2. In 1803, our territory was doubled by Jefferson's purchase of Louisiana. This territory was then explored by Lewis and Clark. What were the purposes of this exploration? (Refer to Chapter III)

3. The next direction of our expansion was to the South. Review the Treaty of Paris of 1763 and write down all of the references that it contains about the Floridas.

a. Why did our interest in Florida increase after the Purchase of Louisiana?

b. Tell below the circumstances of the purchase of Florida.

THE SECOND PERIOD OF EXPANSION

TEXAS

4. The movement from the area of the Louisiana Purchase into Texas was a logical direction of the Westward Movement. Write below a paragraph telling of the early settlements and people that the Austin family found in Texas in 1821.

a. By whom was this country ruled at this time?

b. Why didn't this prevent people from settling here?

5. How did the Mexican government encourage settlement in its newly-won land?

6. The history of Mexico has shown that this country is noticeably weak in its ability to rule other people as well as its own. How was this weakness shown in 1830 in its rule of Texas? What was the result?

7. The names of many men figure prominently in the war between Mexico and Texas. Beside the names below, write a brief sentence description of their part in the war of Texan Independence:

a. Santa Anna:

b. Stephen Austin:

c. Sam Houston:

d. James Bowie:

e. David Crockett:

8. For special credit, write a composition on the following topic: "Remember the Alamo."

9. From 1836 to 1845 the admission of Texas as a new state became a political pawn in the hands of those who were arguing the question of slavery. During this time, what was its official name? Can you suggest below other reasons why the admission of Texas to the United States might be cause for alarm?

10. What were the causes that led to the war between the United States and Mexico?

11. List below the results of the war.

a. Why did we pay Mexico money under the terms of the treaty?

b. What was the Gadsden Purchase?

OREGON

12. Discuss the Treaty of 1828 and show what possible effects it might have had upon the settlement of this area.

13. What part did the following have in the settlement of the Oregon Territory?

a. John Jacob Astor:

b. Manuel Lisa:

c. Marcus Whitman:

14. Contrast the reasons for settlement in Oregon with those of settlement in Texas. Which area presented the greatest hardships? Why?

15. For special credit, read the story of Marcus Whitman's famous ride and show how this proved to be the stimulus for extensive settlement in Oregon. Was he a good "Publicity Agent?"

16. How did the slogan "Fifty-four forty or fight" cause the settlement of Oregon to be acted upon at once by President Polk?

17. What were the final results of our treaty with Great Britain in respect to the Oregon Territory? Is this a good way to settle disputes?

THE WESTERN MIGRATION

Although Texas and Oregon were the great areas of settlement and also determined our western boundaries, there were many other western migrations. Below are listed some of these. Write a short paragraph about each telling the causes and results of these movements and how each influenced the history of the West.

a. The Santa Fe Trail:

b. The Gold Rush of '49:

c. The Mormons:

d. The Rocky Mountain Settlements:

Summary of Territorial Growth of the United States up to 1855
(Fill in the following chart)

Territory	Location	When Acquired	How Acquired	Why Desirable
1. Louisiana Purchase				
2. Florida				
3. Texas				
4. Oregon				
5. Mexican Cession				
6. Gadsden Purchase				

CHAPTER IX

Andrew Jackson Furthers Democratic Ideals

Democracy is sharing in the government by the people. Democracy is also equality of opportunity in earning one's living and in taking a place in society. The early founders of our country were not agreed on sharing the rule of our country with all of the people. Thomas Jefferson was the first president who had faith in the common man to rule. The Westward Movement resulted in increased growth of Democracy because each man started equal with his neighbor in new territories. There were no great class differences in this new land. A man was judged by the progress that he made after an equal start with his neighbor. Gradually, property and religious requirements for voting were dropped, and the people took away from the State the power of appointment to public office, substituting in its place direct voting. The growth of industry and of the laboring class in the East caused more demand for equality in voting and in political office.

Riding in on this wave of reform, Andrew Jackson was swept into the White House as the champion of the plain people and as the first president west of the Alleghany Mountains. His administration as a two-term president was known for its strong fights with opposing forces, and no better man could have been chosen to meet this struggle than "Old Hickory" - Andrew Jackson.

READINGS

Casner & Gabriel: 215-231	Knowlton & Harden: 218-224
Faulkner, Kepner, Pitkin: 150-153	Adams & Almack: 374-393
Tryon & Lingley: 345-355	Moon: 209; 319-324
Freeland & Adams: 258-267	Leonard & Jacobs: 277-287
West & West: 329-339	Gordy: 248-258
Barker, Commager, Webb: 253-259	Evans: 314-326

1. From the above readings, fill in the following biographical sketch of Andrew Jackson:

Andrew Jackson, the _____ president of the United States, was born in the state of _____ in the year _____. His early life found him practicing as a _____ and later _____.



presiding as a _____. In 1796 he was elected to the _____ of _____ in Washington, resigning in the following year to become _____ from his state of Tennessee. He commanded the _____ militia in the War of _____, avenging the Massacre of _____ and fighting the post-war battle of _____. He was later instrumental in overcoming Indian resistance in _____. Andrew Jackson was a member of the _____ party and opposed Martin Van Buren for the presidency in _____ but was defeated. In _____ he was elected by an overwhelming majority to the presidency against his distinguished opponent _____.

2. Jackson believed that Democracy stood for the rule of the common people. How did he stand firm on his beliefs in his appointments to political office?

- a. List the arguments for and against such a system.
- b. Is this system used today? Explain.
- c. What use did Jackson make of the veto power? Was this common in government up to this time?

JACKSON AND STATES RIGHTS

3. One of the great problems that threatened our country's security at this time was that of State Rights. This problem developed out of the differences in economic conditions that was growing between the North and the South. Read about the lives of Daniel Webster and John Calhoun and from your reading answer the following questions about each of these great men:

a. Where was their birthplace? How did this represent different economic conditions?

b. How did each one's background influence his economic and political ideas?

c. Why did both feel their views were justified?

d. How did these different views finally clash?

4. Write two separate paragraphs in which you tell of the journeys of Daniel Webster and John Calhoun from

their respective homes on their way to Washington in 1823 to attend Congress. Tell of the impressions made on each in regard to the following as their trip took them through their different sections of country.

- a. Employment
- b. Business conditions
- c. The farmer's problems

5. How did the Tariff of Abominations of 1828 help solve the above problems? Which side did it favor more? What reaction might be expected from the other side?

6. How did Calhoun express the attitude of the South toward this Tariff of 1828?

7. Imagine that you were in the Senate Chamber in January of 1830. Write a newspaper account of the debate that took place bringing out in your account the following facts:

- a. The presiding officer
- b. The debaters
- c. The arguments
- d. Selections from the speeches

This may be written as a theme in cooperation with your English class.

8. What was President Jackson's attitude toward the Doctrine of Nullification? What occasion did Jackson choose to express this opinion?

9. Why do you think that this same problem might in the future lead to Civil War?

10. How was Jackson ready to treat South Carolina? What finally solved this dangerous situation?

JACKSON AND THE NATIONAL BANK

11. Can you answer the following review questions concerning the National Bank:

- a. When was it established?
- b. For how long was it chartered?
- c. Who owned stock in it?
- d. When was the first charter renewed?
- e. When was this second charter to expire?

12. Why was Jackson opposed to the National Bank?

a. Were his reasons sound? Explain.

b. Do you think we should have continued the bank?

13. What action did Jackson take toward the Second National Bank? Was this sound financial policy? What were the results of his action?

13. We suggested at the beginning of the chapter that Andrew Jackson furthered democratic principles of government. Below are listed some key words that suggest these changes. Explain how each furthered our own ideas of Democracy as expressed in the introduction to this chapter.

a. Voting:

b. Electoral college:

c. State government:

d. Choosing presidential candidates:

CHAPTER X

The Problem of Slavery

No other force tended to dis-unite the United States as much as that of Slavery. You have been told that the Civil War was fought for that reason, yet Slavery does not become an issue until the third year of the war. What, then, were the reasons for the Civil War? What had happened to our country from 1800-1860 that caused this terrible flareup of war? You have been learning that the issue of Slavery seeped into our western states. Why did it go in this direction? The purpose of this chapter is to find out the change that had taken place in the North and in the South in those years. From this study of changing conditions, we will be able to form basic views of the reasons for the coming struggle between the North and the South. The deep, underlying causes must be known before a sensible judgment can be made as to the reasons for the Civil War.

READINGS

Casner & Gabriel: 313-330	Knowlton & Hardon: 274-318
Faulkner, Kopner, Pitkin: 241-246	Adams & Almack: 481-505
Tryon & Lingley: 423-436	Moon: 319-344
Freeland & Adams: 270-284	Leonard & Jacobs: 311-332
West & West: 355-372	Gordy: 291-314
Barker, Commager, Webb: 354-377	Evans: 348-360

1. Slavery was first introduced into Virginia in 1619. Suggest below some of the reasons why it was profitable at that time.

2. Gradually the South found slavery necessary, and there grew up a sharp distinction between the slave and the free states. This was determined by the boundaries known as the _____ and _____ line. This followed the parallel _____ and then curved southward at the _____ River. Perhaps the most important single factor controlling this growth of the cotton-producing states was the invention in _____ of the _____ by _____.

3. Review the parts of the Constitution that deal with slavery and see what it says about:

a. Representation:

b. Importation of slaves:

c. Slaves as property:

d. What problem does the Constitution not successfully provide an answer for?

4. Slavery gradually became a moral issue for some people in the country. Below is a list of some of these people. Write after each name the views of each and the methods each used to express these views.

a. William Lloyd Garrison:

b. John Greenleaf Whittier:

c. Wendell Phillips:

d. Harriet Beecher Stowe:

e. John Brown:

f. Abraham Lincoln:

5. A force stronger than the moral issue of slavery was that of the economic changes that took place in our country from 1800-1860. You have studied some of these in the chapter on Industrial Changes. From your readings, fill in the chart below.

ECONOMIC DIFFERENCES BETWEEN THE NORTH AND SOUTH

NORTH

SOUTH

6. Check over the above list and write below those that you think are most likely to cause economic differences that might end in war.

6. In addition to the economic and moral problems of slavery, there were also the political problems that appeared many times in this period. These problems may be divided into four general headings:

THE TARIFF	STATES RIGHTS	EXTENSION OF SLAVERY	PERSONAL LIBERTY
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In the above spaces fill in a brief summary of all the political problems that had arisen up to the year 1833. Place them under the column you think they may best fit.

7. From 1832-1859, many more problems arose. The following list should be looked up and then placed in the correct place in the above columns:

- a. Gag Resolutions
- b. Wilmot Proviso
- c. Kansas-Nebraska Act
- d. Dred Scott Decision
- e. Compromise of 1850
- f. Lincoln-Douglas Debates
- g. John Brown's Raid



8. The political issues of this period had been clearly defined over a period of years and the approaching struggle had been averted by a series of compromises. The climax was reached in the Election of 1860. Below are the four points to consider in this election. Be sure that you understand them thoroughly.

a. The candidates:

b. Political Parties:

c. Party platforms:

d. Significance of the platforms to:

1. The North:

2. The South:

9. To help you keep clearly in your mind the background of events leading to the Civil War, the following chart has been prepared to summarize in three headings the major issues for each of the important years of the critical period from 1820-1861.

In filling out this chart, you will not be able to fill in all of the three spaces under each date period. Thus you will find blank spaces in all of the three vertical columns. In some cases, however, an issue may be listed under all three headings because it cannot be clearly defined as only one alone.



THE BACKGROUND OF THE CIVIL WAR

Summary Chart of Causes

DATE	MORAL ISSUES	ECONOMIC ISSUES	POLITICAL ISSUES
1820			
1824			
1828			
1830			
1831			
1833			
1836			
1844			
1845			
1846			
1850			
1852			
1854			
1855			
1857			
1858			
1859			
1860			
1861			

CHAPTER XI

The Confederate States of America

The election of Abraham Lincoln in 1860 was the alarm to the South to withdraw from the Union. This decision was a tragic one because the understanding of Lincoln's attitude toward the issues at hand were in no sense clear to the South. Even the mathematical vote surrounding the election of Lincoln was not the least impressive. The majority in Congress was still a Democratic one that was not particularly friendly to Lincoln nor hostile to the South. The secession of the southern states forms another chapter in the unexpected that is always happening in history! There had been no precedence for such action except the feeble attempt of some New England states at the Hartford Convention in 1814. Whereas this was snuffed out by the news of the Treaty of Ghent and Andrew Jackson's victory at New Orleans, the secession attempt of the South was followed by a wave of indignation in the North which immediately labelled the new Confederacy with the term "Rebel." This further infuriated the South which prepared to launch itself as an independent nation doomed to failure yet steeped in the conviction that its cause was a just one.

READINGS

Casner & Gabriel: 329-331	Knowlton & Harden: 323-326
Faulkner, Kopner, Pitkin: 347-349	Adams & Almack: 310-315
Tryon & Lingley: 437-442	Moore: 341-343
Freeland & Adams: 284-289	Leonard & Jacobs: 330-332
West & West: 370-375	Gordy: 315-318
Barker, Connager, Webb: 378-384	Evans: 362-365

1. In order to see if the fears of the southerners were justified by the election of Lincoln, read as many of his speeches before election as you can find and see whether or not you can answer these important questions that were in the mind of every southerner:

a. Did the Republican platform actually demand the abolition of Slavery?

b. Did Lincoln actually propose to interfere in Slavery in the states where it already existed?

2. Perhaps we should see what the South was to gain or lose by secession. Indicate below these gains and losses, keeping in mind the laws passed in Congress which had favored the South up to the time of secession.

GAINS	LOSSES

3. Secession was a momentous event in our national history. You should know the states and the leaders of the South that were involved.

a. States of the Confederacy:

b. President

Vice-President

c. Early Capitol

Later Capitol

d. Form of government:

4. How does the constitution of the Confederate States represent a solution of the causes they considered were a justification for secession? Did their constitution resemble that of the United States?

5. In general, how did the average southerner accept secession? How did the Abolitionist accept it?

6. Does the act of secession strengthen or weaken a country of united states? Would it have been better to have allowed the South to secede peacefully?

7. Read Lincoln's Inaugural Address. What last effort did he make to prevent secession? Does this address help you to get a different picture of the reasons for the Civil War?

CHAPTER XII

The War Between the States

As this book is being written, your fathers, brothers, and sisters may be engaged in a great world war. To you, there is nothing pleasant about war because it means that those you love are not here. The war between the North and the South was perhaps worse, because the enemy was not a Jap or a Nazi, but he was a man of your own race, language, and a great many times a member of your very family. President Lincoln's wife, Mary Todd, had three half-brothers all officers in the Confederate army - all were killed in battle. The wife of Jefferson Davis had a brother who was an officer in the Union navy. Many of the famous northern generals had relatives who fought on the southern side.

Perhaps worse than the fight between families was the fact that many men found themselves by force of circumstances on the opposite side from that of their beliefs. General Robert E. Lee was opposed to slavery as a "moral and political evil." General Sherman of the North believed that slavery was necessary in the South. Alexander H. Stephens had spoken out many times against the theory of secession, yet he became the vice-president of the Confederate States! These represent only a few of the many contrary beliefs in 1861, and it serves only to confuse one still more as to the real reasons for this bloody war. One cannot honestly point to a clearly-defined cause of the war for the causes are interwoven with many necessary facts which in themselves may become the causes. Perhaps it will help you to clear up this confusion if you remember that this was a struggle by the South to preserve a way of life which the South accepted as necessary rather than as the best. This way of life was not plastic enough, however, to fit itself into the needs of a nation growing speedily and successfully to a high position among the nations of the world.

READINGS

Casner & Gabriel: 335-346
 Faulkner, Pitkin, Kepner: 249-256
 Tryon & Lingloy: 442-473
 Freeland & Adams: 289-299
 West & West: 375-399
 Barker, Commager, Webb: 384-392

Knowlton & Hardon: 327-347
 Adams & Almack: 515-536
 Moon, Leonard & Jacobs: 335-373
 Leonard & Jacobs: 347-346
 Gordy: 312-361
 Evans: 365-408

1. Although the secession of the South was a peaceful act, and of itself would not have started a war, the events following secession must be considered from a different point of view. On April 12, 1861, the Confederate General Beauregard fired on Fort Sumter in Charleston Harbor. Why did Lincoln consider this an act of war?

- a. What were the results of this action upon the North? In what way did it help the North?

2. Let us now look at the fitness of each side for waging war. The population of the North was about 19,000,000; that of the South 9,000,000 white people. What significance do you see in these figures from the point of view of manpower?

- a. Could the South expect much help from its negro population of 3,000,000? Give your reasons below.

3. In order to further compare the North and the South in their ability to wage war, fill in the chart below.

NORTH

SOUTH

ADVANTAGES

DISADVANTAGES

4. Each side realized that certain military objectives must be attained before winning the war. See if you can draw up a list of these objectives for both sides.

a. Northern War Plan:

b. Southern War Plan:

5. In order to run a war, certain activities must be carried on at the "home front" as well as at the battle front. Below are mentioned some of these. In your reading you will find material to fill in the chart below.

THE HOME FRONT

<u>North</u>	<u>South</u>
a. Raising an army	
b. Financing the war:	
c. Feeding the people:	

d. Providing for the army:

1. Food:

2. Clothing:

3. Medicine:

4. Munitions:

The above material may be obtained by various members of the class and given as special reports.

6. The first battle of the war took place at Bull Run. Here, 20,000 Confederate troops under General Beauregard met 30,000 Union soldiers under General McDowell. The North brought along many sightseers and congressmen as though it were an outing. The South felt sure that a compromise could be effected after a few shots were fired. What were the final results of this battle? What sobering effect did it have upon the North? The South? Write a paragraph below bringing out these points.

7. No part of the War gave more concern to President Lincoln than the unsuccessful attempts of the Army of the Potomac to capture Richmond, the Confederate capital. This was not so much the fault of the fighting men as it was the leadership of the generals in command of the army. Below is a list of the several generals who at one time or another had command of the Army of the Potomac. Write a brief statement telling what you think were the reasons for their many failures to take Richmond.

a. General McClellan.

b. General Pope:

c. General Hooker:

d. General Meade:

e. General Burnside:

8. While Lincoln was experiencing failure in the East, a bright star was rising over Vicksburg on the Mississippi River.

a. What was the purpose of the campaign before Vicksburg?

b. What results did it have upon the campaign in the East?

c. What two great leaders did it produce for the North?

9. Why was the Battle of Gettysburg a turning point of the war?

a. Do you find an answer to the above in the Gettysburg Address of President Lincoln?

10. When General Grant was put in charge of the Army of the Potomac in the spring of 1864, Lincoln finally had found the winning combination. What other northern general was a member of the famous team of Grant and _____?

a. What reasons can you give for the success of Grant when five other generals had failed?

b. In Grant's terms to Lee at Appomattox, what insight do you get to the character of the northern leader?

11. There were also political issues during the Civil War. What part did the following play in the progress of the war:

a. Emancipation Proclamation:

b. The Election of 1864:

12. What reasons can you list below for the final defeat of the South after they had made such a good start?

13. Someone has said that the Civil War was a defeat for Democracy. Do you agree with this? Write below a statement for or against this argument.

14. Although the war ended April 9, 1865, what problems still remained unsolved, and what new problems arose as a result of the war?

CHAPTER XIII

Reconstruction

Wars do not end with the firing of the last shot. Wars continue even during the period following the end of the actual fighting, and many times this struggle is harder than the war itself because it is between the conqueror and the vanquished. The period following the Civil War was one of suffering, disappointment, and bitterness for the South. It was a period of political revenge and servitude forced upon the beaten South by a victorious North which had lost the forgiving hand of its leader, Abraham Lincoln, in his greatest hour of triumph.

History cannot tell us what Lincoln would have accomplished during this trying period of Reconstruction. History can only tell us what his plans were and how Andrew Johnson tried to carry them out to the best of his ability. A comparison of Lincoln and Johnson will reveal that a forgiving plan of Reconstruction needed the clever and compromising hand of Abraham Lincoln. Why couldn't Johnson carry out Lincoln's plan? Why did Congress force a harsh plan on the beaten South? A plan that even today has been remembered in an unforgiving spirit by a South that bitterly opposes the policies of the political party responsible for its extensive suffering and humiliation following the Civil War. Perhaps we should try to answer the above questions to our own satisfaction.

READINGS

Casner & Gabriel: 347-361	Knowlton & Harden: 352-369
Faulkner, Kepner, Pitkin: 253-256	Adams & Almack: 542-561
Tryon & Lingley: 485-495	Moore: 366-370
Freeland & Adams: 300-313	Leonard & Jacobs: 375-383
West & West: 400-410	Gordy: 364-373
Barker, Commager, Wobb: 396-408	Evans: 412-420

1. We suggested at the end of Chapter 12 that some problems remained from the Civil War. Review these problems because they form the basis for our work in this chapter.

2. Using a dictionary, find the definition of each of the following words:

- a. Reconstruction
- b. Secession:
- c. Amendment:

- d . Freedom:
- e. Citizenship:
- f. Franchise:
- g. Disqualification:
- h. Impeachment:

3. The southern soldiers were undoubtedly worse off than the northern soldiers when they returned home. Why was this true?

4. What changes must of necessity take place in the South in the following:

- a. The plantation system:
- b. The position of the slave:
- c. Manufacturing:

5. Even though Lincoln had lived to carry out his plan of Reconstruction, would Congress have adopted it?

a. What basic differences of opinion existed between the plan of Lincoln in its opinion of the status of the South and that of Congress?

b. Whose power was it to determine the status of the seceded states, Congress' or the president's?

6. Below is a chart for you to fill in that will help you to understand the differences between the plans of Reconstruction set up by Lincoln, Johnson, and Congress.

THE PROBLEM	LINCOLN-JOHNSON PLAN	CONGRESSIONAL PLAN
What to do with the freed negro.		
How to rule the South.		
How to return the Secedeed States to the Union		
What to do with the Confederate leaders.		

7. Here are two chances to express your own ideas about the Reconstruction plans of the North. This work may be done in coöperation with your English class.

a. Imagine that you were a northern Senator at the close of the Civil War. Prepare a written speech in which you tell

what you think of President Johnson's plan for Reconstruction

b. Imagine that you were a leading citizen of the South. Write a letter to President Hayes telling him of your feelings about "Military Reconstruction."

8. Suggest below some reasons why President Johnson was distrusted by Congress and the people of the North.

9. How did this distrust lead to the impeachment of President Johnson?

a. Did Congress have a legal right to impeach the president?

b. What was the actual reason given for impeachment proceedings?

c. What were the results of the trial?

10. List below what you consider to be the weaknesses of the Congressional Plan of Reconstruction.

a. How did this weakness lead to Scalawag and Carpet-bagger governments in the South?

b. Would you have granted the negro full voting privileges? Were they ready to use this privilege wisely? Give



the reasons for your answers.

11. Tell briefly the content of the following:

a. Thirteenth Amendment:

b. Fourteenth Amendment:

c. Fifteenth Amendment:

12. In what way was the Ku Klux Klan an outgrowth of conditions in the South? Has it reappeared since then?

13. To summarize, list below the things that you consider to have been most disliked by the South in this period of Reconstruction? Which of these dislikes are strong today?

14. Suggest ways in which conditions for the Negroes have changed for the better since Reconstruction days.

CHAPTER XIV

We Expand in Agriculture and Industry

After the Civil War our West filled up with new settlers very quickly. The Indian found himself hemmed in on all sides. Our solution to this problem was not so satisfactory as it might have been because it is not possible to change living habits that have been followed for many years. The settlers pushed further and further into the fertile lands of the great western plains and with the aid of new inventions in farming, new settlers from Europe, the West became the bread basket that fed the great industrial East. This was a mighty task because the East in a few short years after the Civil War had grown to a tremendous size. Cities were swelled by the new settlers coming from foreign shores, settlers who mingled with the factory workers of the East and the farmers of the West. During this period the South found itself growing in agriculture and in industry. The new South was now ready to take its place in the agriculture and industry of the new and united America. Gone was the plantation system with its single crops, and in its place appeared the small farm with its many crops. Throughout this new South tall, smoking chimneys poured forth the story of a south that found itself on the threshold of new and greater occupations in manufacturing.

READINGS

Casner & Gabriel: 365-392	Knowlton & Harden: 373-381
Faulkner, Kepner, Pitkin: 402-434	Adams & Almack: 563-577
Tryon & Lingley: 500-530	Moon: 403-429
Freeland & Adams: 317-332	Leonard & Jacobs: 425-449
West & West: 411-421	Gordy: 388-392
Barker, Commager, Webb: 590-631	Evans: 449-451; 465-472

COWBOYS AND INDIANS

1. The Indian of the West was gradually being pushed back. Before the West could be thoroughly settled and safely developed, some provision must be made for the Indian. What part did the following have in this problem

of the Indian of the western plains:

a. The disappearance of the buffalo:

b. The Dawes Act:

c. Reservations:

d . General Custer:

2. Do you really feel that our solution of the Indian problem was fair and satisfactory? Write a paragraph in which you explain your answer. How did the Indian problem differ from the Negro problem?

3. With the Indian removed from the great plains, the life of the West assumed new features. The "cowboy" grew to be an important part of the legend of the West. How do you account for the need of the cowboy?

- a. What part did he play in the "long drive?"
- b. What new weapon helped him in his work?
- c. How did barbed wire cause a still further change in the cowboy's life?

AGRICULTURE IN THE WEST

4. How did the following encourage the people of the East and the immigrants to settle in the West?

- a. The Homestead Act of 1862?
- b. Railroads:

5. What were some of the difficulties facing the farmer in the West? List below these difficulties and then show how they have been helped by the following:

- a. Diversified farming
- b. New farming implements
- c. The Department of Agriculture
- d. New methods of marketing
- e. Irrigation

6. In spite of the many aids for the farmer, what are some of the problems that remain to make the farmer's life one of uncertainty and difficulty? Write your answers below.

7. On the map below, show how the United States has developed into a crop growing country. Outline the major crop areas and print in their names.

CROPS OF THE UNITED STATES



INDUSTRIAL CHANGES

8. The steel industry flourished after the Civil War under the stimulus of invention and the growth of manufacturing. Below are some of the key words in this growth. Explain the importance of each one.

a. Bessemer process:

b. Andrew Carnegie:

c. William Kelly:

9. Why did the steel areas grow up around the following cities? To help you in this question, consult a natural resources map of the United States and notice the relationship between iron ore deposits, coal deposits, and transportation facilities.

a. Pittsburg:

b. Cleveland:

c. Birmingham:

10. Industrial changes may well be discussed in view of the position of the South after the Civil War. Suggest below the answers to the following questions.

a. Why was it economically worth while for the South to begin the manufacturing of cotton?

b. How did this growth of manufacturing cause improvement of transportation in the South?

c. List some of the new assets that the South has begun to use in this new stimulus of manufacturing.

d. What sections of the South today are still not suitable for manufacturing? Why have the areas of manufacturing located themselves in certain areas?

10. Although our greatest industrial changes from 1860-1900 were in the steel industry and in textiles, there were many infant industries that started in this period but which did not develop until the turn of the century. Describe briefly the growth of the following:

a. The oil industry:

b. The rubber industry:

c. Hydro-electric power:

d. Forest products:

e. Methods of printing:

CHAPTER XV

Immigrants Try Our Way of Life

In the preceding chapter we learned about the industrial and agricultural expansion of our Democracy. Contributing to this growth were the many people from Europe who no longer could find happiness and a satisfactory way of life in the country of their birth. Across the ocean, they had been told, was a new way of life, a different way in which they, however humble they may be, might have a new chance. If you have gone away from your family for any length of time, you know how happy you are to return to familiar people and surroundings. But how would like to leave these same surroundings that you had grown up in for a strange, unknown land where the language, customs, dress, and ways of living were different! Your father would have to find a job, your mother a home, and even you would go to a school where everything was new and strange. Yet all of these hardships were met, and the country known as "the melting pot of the world" grew into a strong and sturdy America. This Democracy is different because it has different people, and therefore different ideas. These people and ideas have merged over a period of years to form a solid and united front that has quickly raised our standard of living to the highest in the world. We are, indeed, a land of opportunity!

READINGS

Casner & Gabriel: 466-469	Knowlton & Haddon: 429-441
Faulkner, Hepner, Pitkin: 375-389	Nichols, Beard, Bagley: 53-59
Tryon & Lingley: 496-502	Leonard & Jacobs: 449-458
Freeland & Adams: 337-340	Gordy: 385-388; 394-395
West & West: 422-428	Evans: 286; 334-335
Barker, Commager, Webb: 565-589	

IMMIGRATION UP TO 1880

1. Our first group of immigrants came from the northern European countries. Steamship companies offered many values in low fares to a land of "milk and honey." Below are listed the main types of people who came to America in this early period. After you have completed this chart you will have a clear picture of this period of immigration.

SOURCES OF IMMIGRATION UP TO 1880

Name of Race	Reason for Leaving Home	Where Settled-Occupation
1. Irish		
2. German		
3. Scandinavian		
4. Oriental		

2. We welcomed these immigrants because they became easily adapted to our way of life. Tell what part these people had in the development of our country in the following ways:

a. Western agriculture:

b. Building the railroads:

c. Industry:

IMMIGRATION 1880-1920

3. The term assimilation is very important in our discussion of the next period of immigration. Be sure that you can write a clear meaning of the term:

4. From what different sections of Europe did the immigrants come after 1880? Make a chart for "Sources of Immigration from 1880-1920" just as you did in Question 1.

5. After making this chart, can you answer the following questions:

The majority of these people settled in the _____ and in the _____ centers of the _____. This was because they lacked _____ to buy land or to travel away from the coast. They lived together in _____ and were, were not (cross out wrong word) easily assimilated. Sections of the city came to be known as _____ town, Little _____, and _____. Many found work in such occupations as _____, _____, _____, and _____.

6. Because of this great flood of new immigrants, many problems arose. Write a paragraph after each of the following key phrases telling what the problem was and suggest the steps that we have taken to remedy this problem.

a. Standards of living:

b. Language and customs:

c. Assimilation:

d. Labor problems:

7. Our country took definite steps to solve these problems by enacting various Immigration Laws. Tell what part the following had in solving the problem or preventing it from arising again.

a. Chinese Exclusion Act of 1882:

b. Acts of 1882 and 1892:

c. Act of 1917:

d. Emergency Quota Act:

3. Write a paragraph on how the recent efforts to Americanize these new immigrants has proved to be somewhat successful in assimilating them to our way of life. Suggest in your statement some of the ways this Americanization has been done.

9. The contributions of our immigrants were many and varied. You will want to keep a "Hall of Fame" of their life and their accomplishments. Below is a partial list that contains some of the better-known of our immigrants. Add more to this list until you have a complete list of them and their contributions to our country.

<u>IMMIGRANT</u>	<u>COUNTRY</u>	<u>CONTRIBUTION</u>
Jenny Lind		
Leopold Danrosch		
Carl Schurz		
John P. Altgeld		
John Ericsson		
Alexander G. Bell		
John Jacob Astor		
Samuel Gompers		
Edward Bok		
Mary Antin		
Charles Steinmetz		



CHAPTER XVI

Economic and Social Changes to 1900

This was a period of intensive growth in our Democracy. The War Between the States had caused a growing national unity that expressed itself in rapid economic and social development. We have seen in Chapter XIV how our country expanded in agriculture and industry. With a growing market due to the expanding population, this growth from the period of 1860-1900 was phenomenal. This expansion called for new products, and this in turn meant bigger business. Natural resources and transportation must then keep in stride with this growing demand for consumer's products. Legislation did not keep up with this expanding business. Dangers to society appeared in the form of trusts, monopolies, and preferred rates. During this period our standard of living went upward. We had new places to live in, people came to the cities, and many new home comforts appeared to make our life better and happier. Yet our cities grew more and more crowded, and people began to think seriously of the problems that these conditions were bringing forth.

READINGS

Casner & Gabriel: 398-433
 Faulkner, Kepner, Pitkin: 307-319
 Tryon & Lingley: 515-537
 Freeland & Adams: 335-347
 West & West: 447-456
 Barker, Commager, Webb: 642-672

Knowlton & Haddon: 442-460
 Adams & Almack: 563-601
 Moon: 455-461
 Leonard & Jacobs: 400-417
 Gordy: 437-447
 Evans: 465-484

" BIG BUSINESS "

1.-In 1860, many businesses were owned by individuals who had small factories, stores, and banks. With the greater use of natural resources, larger farms, wider use of machinery, more money was required to start and to run a business. Look up the meaning of the word corporation and suggest why the following businesses could best be organized as corporations.

a. The Standard Oil Company:

b. United States Steel:

c. International Harvester Company:

In you answers to the above use the following helpful topics:

- a. How large was the business?
- b. Raw materials needed? Where located?
- c. Money needed to run the business.
- d. Large labor supply needed?

The student may write briefly on all three of these topics or write extensively on one in coöperation with the English class.

2. Look up the defination of a trust. How does this differ from a corporation ?

a. List below some types of businesses that would tend to merge into trusts.

3. What important part do the three companies mentioned in Quoes tion 1 and suggested by you in Question 2a have in the general welfare of the country?

a. Are they essential to everyday life? Do other small businesses depend on them? Explain how.

b. Could we get along comfortably without them?

c. What possible dangers do you see in their becoming more and more powerful?

4. Suggest below the advantages and disadvantages to the public as a result of the growth of businesses into trusts?

5. Why did the government find it necessary to regulate business to some extent?

6. How did the following attempt to regulate "big business?"

a. Sherman Anti-Trust Act:

b. Interstate Commerce Act:

THE GROWTH OF CITIES

7. In 1860 the majority of our population was centered in small towns and villages. With the growth of factories and big industrial centers, the cities of the East grew to be crowded almost overnight. Suggest below how the following needs of everyday life in these cities could become problems and tell how they were solved.

a. Housing:

b. Public Safety:

c. Health conditions:

d. Play areas:

e. Amusement centers:

8. This constant crowding together in the city with its close civic and social contact resulted in many improvements for those who were not enjoying the benefits of our rising standard of living. How were the following influenced in this community reform?

a. Political views:

b. Civic betterment:

c. Education:

d. Freedom of women:

Each of the above may be reported on by all of the students or one topic may be assigned for more extensive study.

LABOR PROBLEMS

9. What problems would the following produce in labor groups?

a. Increasing immigration:

b. Movement from country to city:

c. Panics:

d. Specialization in industry:

10. How did the Knights of Labor attempt to meet these problems in 1869?

11. What weaknesses of the Knights of Labor led to the formation of the American Federation of Labor? How did this differ from the former?

12. Do you understand the terms used by organized labor? Write a clear definition of the following words:

a. Strike:

b. Injunction:

c. Sympathetic Strike:

d. Closed shop:

13. How well did labor succeed in bettering its working conditions from 1860-1900? What problems were still left unsolved?

C	C	1950	
		1950,	
R	14	1951	
WT	1	1952	
		1953	
AR	1	1958	
MAY	2	1958	
AT	2	1958	
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